

CfBT Inspection Services
Suite 22

West Lancs Investment Centre T 0300 123 1231

Maple View
Skelmersdale

WN8 9TG

Text Phone: 0161 6188524
enquiries@ofsted.gov.uk

www.ofsted.gov.uk

Direct T 01695 566 937

Direct F 01695 729320

Direct email: jsimmons@cfbt.com

13 March 2014

Mrs J Robinson

Headteacher

Skipton, Ings Community Primary and Nursery School

Broughton Road

Skipton

North Yorkshire

BD23 1TE

Dear Mrs Robinson

Special measures monitoring inspection of Skipton, Ings Community Primary and Nursery School

Following my visit to your school on 12 March 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in July 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

The school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Interim Executive Board and the Corporate Director of Children's and Young People's Service for North Yorkshire.

Yours sincerely

Christopher Keeler

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in July 2013

- Improve pupils' behaviour, attitudes to learning and attendance by:
 - working in partnership with parents to reduce unauthorised absence during term time so that attendance is at least in line with the national average
 - raising teachers' expectations of pupils to show good attitudes to learning and to complete and present their work to a good standard
 - providing a wider variety of more interesting and challenging activities so that pupils are constantly engaged in the lesson, maintain their concentration and behave well.
- Urgently improve leadership and management, including governance, and the school's capacity to improve without significant external support by:
 - developing the skills of leaders at all levels so they can rigorously and accurately monitor teaching and take prompt and effective action to tackle weaknesses
 - developing a clear, robust and detailed system to accurately track the achievement different groups of pupils and the performance of teachers
 - ensuring that the governing body gains the necessary knowledge and skills to hold school leaders and managers to account for pupils' progress and the quality of teaching
 - drawing up whole-school action plans that identify exactly what should be done to improve the school, when and by whom, and that these are followed through with robustness and urgency.

Report on the second monitoring inspection on 12 March 2014.

Evidence

During this inspection, meetings were held with the interim headteacher, the assistant headteacher, all members of the interim executive board and two representatives of the local authority. The inspector scrutinised a range of documentation including the school's analysis of pupils' current attainment and progress, records of monitoring the quality of teaching undertaken by senior leaders and the minutes of interim executive board (IEB) meetings.

Context

The permanent headteacher at the time of the previous inspection resigned at the end of the summer term 2013. The local authority arranged for two headteachers, one from a North Yorkshire teaching school and the other from an associate school, to oversee the work of Skipton, Ings Primary. Following the first monitoring inspection undertaken by Her Majesty's Inspector in November 2013, an IEB has been established. An assistant headteacher was appointed at the beginning of the spring term 2014, thereby ensuring a consistent leadership presence.

Achievement of pupils at the school

Attainment in English and mathematics at the end of Year 6 in 2013 was significantly below the national average. This has been the case for many years. However, all pupils, including those with special educational needs and, to a lesser extent, more-able pupils are now making better progress than they were at the time of the previous inspection. This is evident from an analysis of school data, pupils' responses during lessons and a scrutiny of completed work. The long-standing pattern of underachievement is being reversed. Pupils in the current Year 6 are on track to attain standards that are likely to be at least in line with the national average in English and mathematics. The overwhelming majority of pupils within Key Stage 2 are making at least expected progress in reading, writing and mathematics. Pupils in Years 1 and 2, however, are not making the same rate of progress as other pupils in the school, particularly in mathematics. Although progress of these pupils is beginning to improve, this remains a priority for school leaders. Most significantly the gap in attainment between all groups and those nationally by the time pupils leave the school is narrowing in both English and mathematics.

The quality of teaching

Pupils are making better progress because the quality of teaching is improving. Teachers plan work in detail and are clear as to what they want pupils to learn. Expectations of what pupils are capable of achieving are higher and this represents a significant step forward. However, pupils are not making good enough progress in

mathematics, particularly within Key Stage 1, because of an insufficient awareness and understanding about how pupils learn. Pupils do not have access to appropriate resources that reflect their level of mathematical understanding. Explanations of mathematical processes are too complicated and pupils fail to understand the vocabulary used. Furthermore, communication technology is not used effectively to support teaching and promote learning. All of these factors inhibit learning. A notable feature that is having a beneficial effect on pupils' progress is the contribution made by teaching assistants. They are managed well by teaching staff and spend their time supporting pupils effectively during lessons. Teachers assess pupils' understanding during lessons and record their observations daily. This is also a major step forward, but the extent to which they act on the information gleaned is often unclear and this can restrict progress. The positive relationships between adults and pupils are a notable feature of the classroom and this gives pupils the confidence to engage in their work. Teachers now mark pupils' work regularly. Comments are evaluative and informative, with clear indications about how pupils may improve their work.

Behaviour and safety of pupils

Pupils' behaviour has improved steadily since the previous inspection and it continues to do so. This is because expectations of what is and is not acceptable are higher and a clear behaviour management policy is in place that is adhered to by all staff. The most significant factor is that teachers are more focused on what pupils are capable of and, as a result, there is a greater emphasis during lessons on achievement. Pupils, particularly in Key Stage 2, are more engaged during lessons because activities are planned to capture and sustain their attention. Pupils apply themselves to their work and behaviour during lessons has improved as a result. Behaviour has also improved in Years 1 and 2. It will continue to do so even more if the weaknesses in the teaching of mathematics are addressed. The amount of low-level disruption and poor behaviour evident in the past has diminished noticeably. Pupils adopt safe practices and attendance has risen appreciably since the previous inspection.

The quality of leadership in and management of the school

The current leadership team, notably the interim headteacher, has provided very clear direction and is extremely focused on school improvement. It is effective leadership that has brought about improved performance. Expectations are now higher for both teachers and pupils and there is a strong sense of team work emerging. It has not been an easy journey since the previous inspection, but staff are responding positively to the demands placed on them and are committed to securing improvement in their own practice and for this they should be commended.

There remains much to do if initiatives relating to teaching and learning are to be embedded in the work of the school and improvement sustained over time. The

leadership team has an accurate understanding of the school's strengths and weaknesses as a result of a rigorous self-evaluation process. A detailed, yet clear improvement plan is in place to address the areas requiring improvement. Performance management is being used successfully to improve teaching and learning.

The IEB is providing the drive and expectation to ensure sustained improvement. Its members monitor the work of the school closely, especially the progress of initiatives contained within the school improvement plan. Members are not afraid to challenge the school's leaders to ensure that improvements are realised. The IEB has within its ranks some very able and experienced members that have a good understanding of what constitutes good teaching and learning and, as such, are well placed to monitor this aspect further.

External support

Following the first monitoring inspection in November 2013 the local authority has provided good support to the school. Within a very short time an IEB was established and an assistant headteacher was appointed to provide a full-time leadership presence at the school. This swift action has been an important factor in the improved status of the school. Good support has also been provided by the Harrogate and Rural Teaching Alliance.